

# IHE Bachelor Performance Report

## Mid-Atlantic Christian University

2013 - 2014

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### Overview of the Institution

Mid-Atlantic Christian University(MACU) is a private, coeducational, faith-based institution. Its history is with the Stone-Campbell churches. Its 20-acre riverfront campus is equipped with ten major buildings. It is only a few blocks from downtown, with a state community college, a state university, a public library, and the regional hospital located within a mile and a half of campus. Established in 1948 MACU's mission is to impact the world by transforming ordinary people into extraordinary Christian leaders.

In this, its 66<sup>TH</sup> year of operation, the university has had only three chief executive officers, three chief academic officers, and four chief student life officers. MACU is a faith-based, Stone-Campbell institution formerly named Roanoke Bible College.

The majority of students are residents of North Carolina (60.9%) and Virginia (24.6%), with 15 other states represented, and many foreign countries. Admissions is contingent on meeting criteria (high school rank, GPA, and SAT/ACT scores). MACU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award certificated, associate, and baccalaureate degrees.

At MACU, students can earn a bachelor's degree in biblical studies, youth and family studies, Christian arts and science, counseling, entrepreneurial leadership, and elementary education. In addition the school has recently been approved for online education.

The four-year degree programs, the B.A. and the B.S., require at a minimum 120 semester hours of credit. The principal difference between the B.A. and the B.S. degrees is that the B.A. requires the study of a foreign language. In keeping with the mission of MACU every four-year degree program in the School of Undergraduate Studies requires a major in Bible and Theology.

For the past several years Mid-Atlantic Christian University has had a shared vision to offer a major in elementary education which would result in students being able to obtain a North Carolina teaching license. Because teaching is a service occupation it is a perfect fit to be offered at a service-oriented university. In preparing our program, rigorous study and "real-world" experiences have been created to ensure that our students are proficient in the North Carolina Professional Teaching Standards of leadership, diversity, content knowledge, facilitation, and reflection as part of the overall mission of the university to impact the world through the development of extraordinary Christian leaders.

In February 2012 the university was approved by the North Carolina State Board of Education to offer an elementary teacher education program. At present we have nineteen students who have declared Elementary Education their major. Five students graduated in 2012. Of those five, two have passed required licensure exams in NC and NY. One student did not take the licensure exam before accepting a teaching position abroad. One student elected not to take the exam or to teach at this time, and one student is teaching at a pre-school level and has not taken the licensure exam.

### Special Characteristics

Because the program for elementary education is part of the Mid-Atlantic Christian University's Department of Marketplace Ministries, this mission statement also has played a significant role in the design of the major in elementary education.

The mission of the Department of Marketplace Ministry is to provide students with an educational experience that integrates faith, biblical knowledge, and skills training necessary to become leaders and innovators in both faith-based institutions and secular organizations. The goal is to provide education and experiences that will help students develop a heart's desire to serve individuals, families, and communities where they work in a way that will impact the world for Christ.

Looking at both the university and the department missions the desire to train teachers for extraordinary leader service is evident. Therefore, teacher candidates completing the elementary education program at MACU graduate with, not only the knowledge and skills necessary to lead the educational world of the 21<sup>st</sup> century, but also with a "heart's desire to serve the students, families, and communities" where they teach.

With our program approval students who complete the Elementary Education Major and licensure program at MACU are eligible for K-6 licensure through the state of North Carolina. Graduation requirements at MACU also require education majors to complete a second major in Biblical Studies. As prescribed by the state and national teachers' licensing and accrediting agencies, including the North Carolina Department of Public Instruction and the National Council of Accreditation of Teacher Education (NCATE) evidences of teacher candidates' knowledge, skills, and dispositions are collected for review. These assessment-of-mastery evidences are embedded in the coursework designed to measure candidates' knowledge, skills and dispositions. Such assessments/evidences are collected in electronic, student portfolios which include rubric-scored artifacts and any other information that will demonstrate that the students are highly qualified teacher candidates. As an added benefit of the electronic portfolio the appropriate evidences can be use to create a professional folio for job seekers. A cover letter and vitae complete the professional part of the portfolio. This is a service MACU provides for our education graduates.

## **Program Areas and Levels Offered**

Mid-Atlantic Christian University offers one program area for teacher licensure. That program is Elementary Education, K-6 This is at the A Level.

## **I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES**

### **A. Direct and Ongoing Involvement with/and Service to the Public Schools**

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
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## B. Brief description of unit/institutional efforts to promote SBE priorities.

For the 2013-14 report, briefly describe your current efforts or future plans to respond to the recent legislative provisions below.

### a) All candidates are prepared to use digital and other instructional technologies to provide high-quality, integrated digital teaching and learning to all students.

Students in MACU's elementary education program are instructed in the use of a variety of digital skills throughout the program. All students are required to take ED 228 Instructional Technology. In this course students learn where to find digital resources to use across the curriculum. Students design lesson plans that integrate a variety of digital resources including but not limited to flipcharts/resources in Promethean Planet for the Promethean Board, digital storytelling resources, and the use of virtual worlds in the classroom. Students are also using technology in all education courses so they will be confident in using a variety of digital resources as they progress through their program. Students are evaluationed on their use of technology when they teach demonstration lessons. While doing many of the field experiences the candidates are required to integrate technology in each of the lessons that they teach with both mentors and MACU professors providing feedback.

- b) Assess elementary and special education: general curriculum candidates prior to licensure to determine that they possess the requisite knowledge in scientifically based reading and mathematics instruction that is aligned with the State Board's expectations. *Describe your efforts for ensuring candidates are prepared for the new Foundations of Reading and General Curriculum licensure exams effective October 1, 2014.***

Teacher candidates are required to take two upper-level courses in teaching reading. During the first course students learn basic terminologies, read literature and research, observe reading classes in public schools, and develop skills in how to create assessments to evaluate student progress in reading. In the second course students use the assessment tools developed in the first course with at least one student. Candidates assess, evaluate results and develop lesson plans that help the students become better readers. They then tutor the student(s) under the direction of the mentor and the MACU professor. This practical experience is invaluable to these candidates who will soon be inservice teachers. Students are also required to integrate language arts objectives with other content in all lesson plans.

Recently, a graduate of our program, who is teaching in Currituck County, sent an email to let us know that she had taken the new Foundations of Reading exam along with the other teachers in her district. She was very excited to report that she had the top score, and that she is considering training this summer to be a Reading Foundations Trainer for DPI.

All teacher candidates are required to take a “Teaching Math & Science” course in which they learn to teach from objectives and to use hands-on, discovery methods which enhance higher order thinking skills. They are required to create and teach lessons under the direction of the professor. During the Partnership field experience semester, candidates create units for all core content. Lesson plans are developed to match the core curriculum and the essential curriculum. Many field experiences give opportunities to teach math using technology and integrating other subjects such as language arts into the lessons being taught.

- c) Candidates (preparing to teach in elementary schools) are prepared to apply formative and summative assessments within the school and classroom setting through technology-based assessment systems available in North Carolina schools that measure and predict expected student improvement.**

The ability to use formative assessment for learning in the classroom is stressed throughout the elementary education program and students are provided access to NC FALCON early in the program (Educational Psychology). Teacher candidates will be required to complete the modules in NC FALCON, and to participate in the use of

technology-based assessment systems being used in NC schools to monitor progress and predict student improvement (e.g., mClass, DIBELS, and NC Ready). Students have the opportunity to see these assessments used in the classroom when they are placed with teachers in Practicum I, Practicum II, Partnership, and Student Teaching experiences.

During the work on the Teacher Work Sample candidates are required to work on formative assessments to guide instruction and do pre- and post- assessments (summative) to provide data on impact on learning. Each lesson designed throughout the program includes experiences in designing formative and summative assessment both technology-based and non- technology based.

**d) Candidates (preparing to teach in elementary schools) are prepared to integrate arts education across the curriculum.**

MACU teacher candidates are required to take an “Arts in the Classroom” course. This course explores how to use visual arts, music, drama, and dance/movement to teach language arts/reading, math, social studies, and science. The integration of the arts as instructional strategies adds richness to learning. These arts often add the “aha” moments in children’s learning experiences. Candidates are required to create a portfolio of lessons using each of the arts to teach content at grades K-6. These are taught while being monitored by the professor of the course, and feedback by the professor, and eventually fellow students, helps students to think like teachers. Collaboration with arts educators or leaders in neighboring counties adds a level of expertise in specific domains of the arts and provides a wealth of resources and ideas.

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time			
	Male	Female	
Undergraduate	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	5
	Other	Other	
	<b>Total</b>	<b>Total</b>	<b>5</b>
Licensure-Only	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	<b>Total</b>	<b>Total</b>	
Part Time			
	Male	Female	
Undergraduate	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	<b>Total</b>	<b>Total</b>	
Licensure-Only	American Indian/Alaskan Native	American Indian/Alaskan Native	
	Asian/Pacific Islander	Asian/Pacific Islander	
	Black, Not Hispanic Origin	Black, Not Hispanic Origin	
	Hispanic	Hispanic	
	White, Not Hispanic Origin	White, Not Hispanic Origin	
	Other	Other	
	<b>Total</b>	<b>Total</b>	

**B. Lateral Entry/Provisionally Licensed Teachers**

Refers to individuals employed by public schools on lateral entry or provisional licenses.

Program Area	Number of Issued Program of Study Leading to Licensure	Number Enrolled in One or More Courses Leading to Licensure
Prekindergarten (B-K)		
Elementary (K-6)	0	0
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
<b>Total</b>		
Comment or Explanation:		
None of our current elementary education majors has been officially accepted into teacher education at this time.		

**C. Quality of students admitted to programs during report year.**

	Baccalaureate
MEAN SAT Total	*
MEAN SAT-Math	N/A
MEAN SAT-Verbal	N/A
MEAN ACT Composite	N/A
MEAN ACT-Math	N/A
MEAN ACT-English	N/A
MEAN PPST-Combined	*
MEAN PPST-R	*
MEAN PPST-W	*
MEAN PPST-M	*
MEAN CORE-Combined	N/A
MEAN CORE-R	N/A
MEAN CORE-W	N/A
MEAN CORE-M	N/A
MEAN GPA	3.24
Comment or Explanation:	
*-Less than five scores reported.	

#### D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
PC Completed program but has not applied for or is not eligible to apply for a license				
LC Completed program and applied for license				
Prekindergarten (B-K)				
Elementary (K-6)	2	3		
Middle Grades (6-9)				
Secondary (9-12)				
Special Subject Areas (K-12)				
Exceptional Children (K-12)				
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>2</b>	<b>3</b>		
Comment or Explanation:				

#### E. Scores of student teachers on professional and content area examinations.

	2012 - 2013 Student Teacher Licensure Pass Rate	
Specialty Area/Professional Knowledge	Number Taking Test	Percent Passing
No Test Takers		
* To protect confidentiality of student records, mean scores based on fewer than five test takers were not printed.		



**F. Time from admission into professional education program until program completion.**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree		0				
U Licensure Only		0				
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						
We do not have any students who have been officially enrolled into Teacher Education. All current students are still freshmen and sophomores.						

**G. Undergraduate program completers in NC Schools within one year of program completion.**

2012-2013		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	N/A	N/A	N/A
Bachelor	State	4,528	86	59

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in 2013-2014.**

LEA	Number of Teachers
N/A	

**I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

### III. Teacher Education Faculty

<b>Appointed full-time in professional education</b>	<b>Appointed part-time in professional education, full- time in institution</b>	<b>Appointed part-time in professional education, not otherwise employed by institution</b>
1		4